The New Model of Improvement Assistance of School Quality Service: A Mix-Method Study

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ABSTRACT: This research aims to describe the improvement assistance of school quality and promote it as a new model. Adopting an explanatory sequential design, the research was conducted over 149 days at SDIT and SMPIT Al-Falah Cirebon, involving 41 teachers and educational staff, as well as 212 parents. The improvement of school service quality was successful, evidenced by the change in parental satisfaction scores from <30% in the pre-development phase to >90% after the development. The success was discussed as a model to illustrate the evaluation of the school's objective conditions, designing and implementing school improvement programs, and measuring the success of school improvement programs effectively. Instead of relying on theoretical strength, parts of this research are filled with detailed prototypes of direct actions. Thus, the findings of this research can serve as a comprehensive reference for systematic school improvement. Due to its advantages, the results of this research promise significant value, as they can serve as a model for the comprehensive improvement of school service quality through assistance that can be easily adopted by policymakers, consultants, and education practitioners in developing countries worldwide. Finally, further research that can test the effectiveness of this development model on various types and levels of schools is recommended.

Keywords: education consultant, education leadership, education management, mixed-method study, school improvement.

ABSTRAK: Penelitian ini bertujuan untuk mendeskripsikan pendampingan peningkatan kualitas sekolah dan mempromosikannya sebagai model baru. Menggunakan explanatory sequential design, penelitian ini dilakukan selama 149 hari di SDIT dan SMPIT Al-Falah Cirebon, melibatkan 41 guru dan staf pendidikan, serta 212 orang tua. Peningkatan kualitas layanan sekolah berhasil, dibuktikan dengan perubahan skor kepuasan orang tua dari <30% pada fase sebelum pengembangan menjadi >90% setelah pengembangan. Keberhasilan tersebut dibahas sebagai model untuk mengilustrasikan evaluasi kondisi objektif sekolah, perancangan dan implementasi program peningkatan sekolah, serta pengukuran keberhasilan program peningkatan sekolah secara efektif. Alih-alih mengandalkan kekuatan teoretis, bagian-bagian penelitian ini dipenuhi dengan prototipe rinci dari tindakan langsung. Dengan demikian, temuan penelitian ini dapat menjadi referensi komprehensif untuk peningkatan sekolah yang sistematis. Karena keunggulannya, hasil penelitian ini menjanjikan nilai yang signifikan, karena dapat berfungsi sebagai model untuk peningkatan kualitas layanan sekolah secara komprehensif melalui asistensi yang mudah diadopsi oleh pembuat kebijakan, konsultan, dan praktisi pendidikan di negara-negara berkembang di seluruh dunia. Terakhir, penelitian lebih lanjut yang dapat menguji efektivitas model pengembangan ini pada berbagai jenis dan tingkat sekolah direkomendasikan.

Kata kunci: kepemimpinan pendidikan, konsultan pendidikan, manajemen pendidikan, penelitian campuran, pengembangan sekolah

INTRODUCTION

In the study of international development, education is one of the priority sectors (Levinson et al., 2022). In the landscape of Sustainable Development Goals (SDGs) policy, for example, "Quality of Education" is the fourth point in the international agenda agreed upon by hundreds of countries worldwide to be realized globally by 2030 (González García et al., 2020; Prieto-Jiménez et al., 2021; Škokić et al., 2025). The policy paradigm that prioritizes education is inseparable from the function of education as a sector that produces high-quality human resources for the future. Through Education, a nation strives to create a better generation (Aprianty et al., 2023; Wisniewski et al., 2020). As one of the development sectors, the administration of education continues to be developed over time through educational research (OECD, 2022). Educational research is useful for designing and developing theoretical concepts, as well as addressing the educational problems encountered (Ulyani et al., 2023). In other words, when educational research increases, the various practices of administration and the outcomes of education should also continue to improve in parallel. Ironically, empirical studies in Indonesia show less relevant facts.

As one of the developing countries in Asia, the development of educational science research in Indonesia is still at a basic development stage. Although there has been an increase in research activities, many manuscripts are not published in leading journals, indicating that its development is still at a basic stage (Muchson et al., 2024). In the period from 2019 to 2025, there has been a significant increase in the number of educational research publications in Indonesia, particularly in the study of learning. This reflects the increasing attention to educational issues, as well as the growing efforts from various sectors to find solutions to various educational problems so that the quality of education in Indonesia can improve (Lalusu et al., 2024).

However, despite the surge in research production, this upward curve does not always align with the factual educational achievement data in Indonesia. Although educational research continues to increase in Indonesia (Latifah et al., 2023), the national education achievements in Indonesia have not significantly improved. This is reflected in the results of the national education report for the year 2024. The quality of learning score at the general elementary school level in the 2024 national education evaluation results has only reached 64.38. This score indicates a decrease of 1.68 compared to the score in 2023. Especially in Religious Elementary Schools, the quality of learning score decreased by 4.38 compared to the 2023 score (Kemendikbud, 2024).

These data findings affirm that although there has been an increase in educational research publications, the implementation of these research results in educational practice is still not optimal. The findings of Latifah et al. (2023) are relevant to this evaluation review. According to them, although there has been a significant increase in research publications related to education, the application of these research results in the local context is still very limited.

The disparity between the increase in the number of studies and the slow development of educational achievements can factually be caused by several

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factors. One of them is the gap between theory and practice due to contextual diversity (Cukurova et al., 2018), making research findings not always easy to apply in diverse educational contexts (Ślusarczyk, 2023).

Additionally, factors such as resource limitations (Hedges et al., 2016; Muttalib & Doctor, 2018), technological disparities (Muttalib & Doctor, 2018), educators' resistance to change (Konaklı & Akdeniz, 2022; Lomba-Portela et al., 2022; Rayner & Gunter, 2020; Wahidmurni et al., 2024), and the lack of training for educators in adopting new innovations can also hinder the implementation (Ruhimat et al., 2025) of research findings in the field. Therefore, it is important to re-evaluate the approach in educational research so that the findings can be effectively actualized into educational practice (OECD, 2022). In that context, Supriandi et al. (2023) promote a number of alternatives. This includes closer collaboration between researchers and practitioners, the development of relevant training programs, and the adoption of evidence-based innovations.

In a comprehensive literature review of various educational research in Indonesia on the Scopus and Google Scholar databases, the author highlights that there is a tendency for a more dominant theoretical development compared to the promotion of practical models for the operational improvement of educational service quality. Educational research in Indonesia tends to operate more within the theoretical conceptual realm, encouraging the expansion of critical spaces for theory. But very few studies highlight best practices as models that enable adoption or adaptation responses. In fact, the adoption of innovations in the development of educational quality will be stronger when the innovations are based on tested evidence (Harrison, 2017; McCombs et al., 2018).

In addition, evidence-based modeling will motivate other education practitioners because detailed examples are obtained. This finding has become an issue that needs to be addressed by educational academic entities, education policymakers, including educational consulting entities in Indonesia. As a reaction to this finding, the authors, who are part of the education consulting team at Edukasi Daya Perkasa (EDP), proceeded to conduct pre-research interviews with the supervisors and the chairman of the Ukhuwah Islamiyah Al-Falah Foundation (YUIA) in July 2024.

They explained that the two schools they manage are experiencing a significant disparity between their observations and the school's vision to create quality educational services. The two schools are the Integrated Islamic Elementary School (SDIT) and the Integrated Islamic Junior High School (SMPIT) Al-Falah. They stated that "we see a decrease in the number of students, the internal conditions of the school need to be reviewed, and the quality of the teachers – we feel is not sufficient." These findings make both schools suitable locations for research that can test a school development model.

From the stark gap between the high number of previous educational research in Indonesia and the low utilization of these studies, a follow-up research that can provide examples of school development both theoretically and practically is crucial to conduct. Based on that perspective, along with the findings from the pre-research interviews, this study aims to describe the process and

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results of evidence-based school quality development systematically with the EDP assistance model. Starting from the evaluation stage of the school's objective conditions, the theory-based design, and the implementation of the school development program, to the results of the efforts to improve the quality of education at the school.

The novelty of this research lies in the modeling of assistance in the systemic development of education quality in schools. This aspect allows for highly valuable research outcomes because they can be adopted or adapted by educational leaders and policymakers to actualize similar assistance models for other schools in Indonesia, as well as for educational quality development assistance in schools in other developing countries.

This research aims to describe the process and results of evidence-based school quality development systematically using an assistance model. To achieve that goal, the research questions are associated (Mas-Tur et al., 2020; Sovacool et al., 2018) into three points: 1) How to evaluate the objective conditions of the school during the pre-assistance development period? 2) How to design and implement a school development assistance program? 3) How to measure the results of implementing the school development assistance program?

RESEARCH METHOD

The mixed-method research of the explanatory sequential design type (Draucker et al., 2020; Toyon, 2021) was used in this study. Initially, the research was conducted using a quantitative approach. Then the results obtained were elaborated in more depth using a qualitative approach. Mixed methods are effectively used for research that is believed will not be sufficiently successful if only one method is used (Azhari et al., 2023). The determination of this method is based on the typology of research objectives (Charli et al., 2022; Creswell & Creswell, 2018) that aim to evaluate the objective conditions of the school, develop and implement school development programs, and assess the results of efforts to improve the quality of education at the school. Please look at Figure 1.
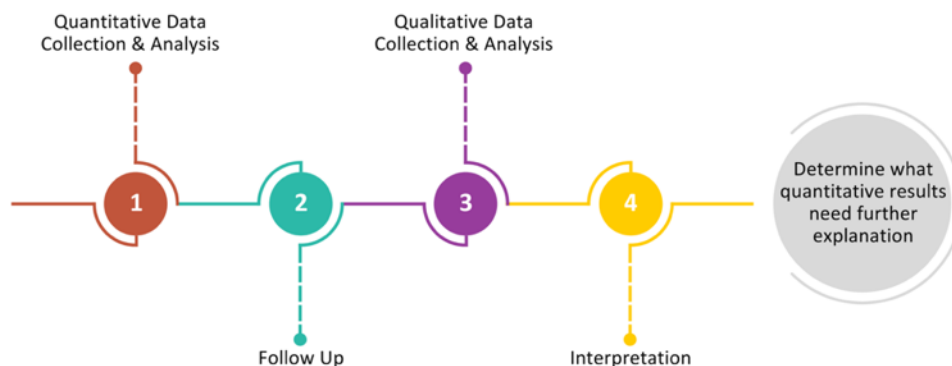
Source: Adapted from Creswell & Creswell (2018), Harvard Catalyst (2020), and Toyon (2021)
Figure 1. Explanatory Sequential Design

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Considering the broad scope of the research and the interconnection between the research questions, this study is mapped into three stages according to the research questions. The three stages of the research were conducted over 149 days, from August to December 2024, at SDIT and SMPIT Al-Falah Boarding School located in Harjamukti District, Cirebon Regency, West Java, Indonesia. The research subjects consisted of 41 teachers and educational staff, as well as 212 parents, with their identities kept confidential to meet ethical clearance. Initially, the researchers conducted an engagement survey with the research subjects. This is believed to be effective in triggering their involvement in the process of improving the quality of education that will be conducted (Bradley et al., 2021; Diana et al., 2021; Kozina et al., 2019).

After the engagement survey results are obtained, attention is directed towards answering the research questions that have been formulated previously. To answer the first research question, a quantitative approach was used. The school key performance indicators developed by Saksono & Bernardus (2023) include parents' satisfaction, learning quality, teacher performance, financial health, and internal process efficiency. Including prioritizing which indicators need to be measured first. The instrument at this initial stage is designed in two forms. The first instrument is a test to measure the competence of teachers and educational staff. This question is formulated based on the Regulation of the Directorate General of Teachers and Educational Personnel (Perdirjen GTK) Number 2626/B/HK.04.01/2023 concerning the teacher competency model (Kemdikbudristek, 2023).

The second instrument is a closed statement questionnaire that adopts the Likert Scale model to measure the satisfaction of parents with the quality of educational services they received during the pre-assistance development period. The instrument was developed by adopting the customer satisfaction theory proposed by Baquero (2022), and Naini et al. (2022). In addition to the two instruments, SWOT analysis is used to examine various other issues (Benzaghta et al., 2021; Puyt et al., 2023, 2025) such as facilities and infrastructure as well as various supporting aspects of educational activities.

To answer the second research question, the results of the first phase of the study were reviewed using the creative problem solving (CPS) theory promoted by Carmeli et al. (2021). At this stage, the identified problems are categorized into several groups. Then, by considering theories relevant to the identified challenges, various development programs were designed and recommended (Ko et al., 2022) to YUIA. Through the decisions of policymakers at the Foundation level, the programs were implemented and reported descriptively.

Then, to answer the third research question, the results of the school development assistance program implementation were evaluated through the re-distribution of one of the instruments used in the first phase of the research. The instrument is a closed-ended questionnaire that adopts the Likert Scale model to measure the satisfaction of parents. The decision to redistribute the instrument to the parent is aimed at finding data differences between before and after the

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treatment of educational quality development assistance was provided in both schools.

The data collection technique in this study adopts a triangulation model that is suitable for use in a mixed-method study (Charli et al., 2022; Creswell & Creswell, 2018; Harvard Catalyst, 2020; Toyon, 2021). Because the data collected consists of numerical formulations, as well as the recording of contextual phenomena. So by utilizing the triangulation model, we compile the data, including documents, phenomena, and participants' statements in the interview season. Meanwhile, the data analysis technique uses the thematic analysis model (Braun & Clarke, 2023b, 2023a). This analysis model is suitable for adoption because the research is conducted quantitatively, then deepened and discussed through the interpretation of theoretical literature qualitatively (Draucker et al., 2020; Toyon, 2021). As Supriandi et al. (2023) called for, emphasizing that educational research results in Indonesia should be easily integrated by education practitioners elsewhere, the research results presenting comprehensive process data on the development of educational service quality in schools (Quansah & Yamoah, 2024) are expected to be utilized as an effective benchmark model in educational practice (Van Den Boom-Muilenburg et al., 2022) in educational institutions operating in Indonesia, as well as in various other developing countries.

FINDINGS AND DISCUSSION

School's Objective Condition in the Pre-Development Assistance Period

Teacher's Engagement
    The results of the teachers' engagement survey are visualized in Figure 2.
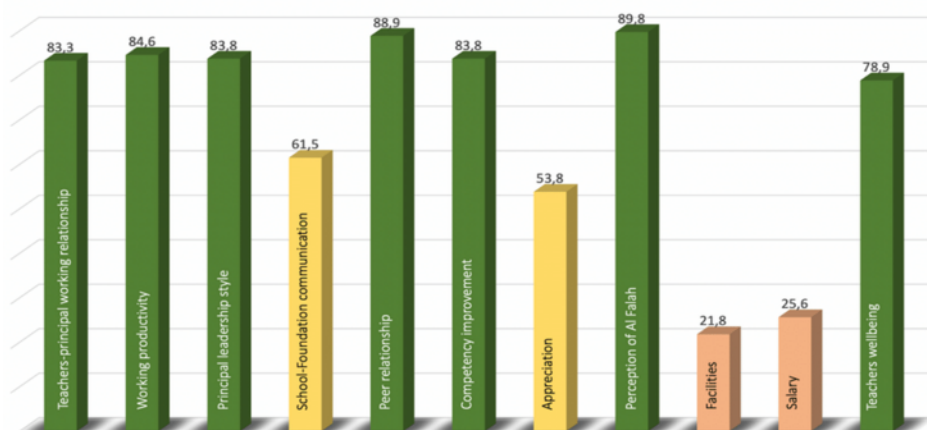
Source: Employee Engagement Survey
**Figure 2**. Teachers' Engagement

From the perspective of teachers and educational staff at SDIT and SMPIT Al-Falah, there are 4 aspects that need to be improved so that their performance can be more optimal and project the achievement of Al-Falah's vision: welfare,

facilities, performance appreciation, and communication between the School and YIUA.

Teacher and Educational Staff Competencies

The competence of teachers and educational staff based on assessment results can be seen in Figure 3. The pretest's result in Figure 3 is based on Perdirjen GTK Number 2626/B/HK.04.01/2023 according to the Models of Teacher Competencies in Indonesia (Kemdikbudristek, 2023). This policy includes 4 competencies: pedagogic, personality, social, and professional, with a range scale 1-5. Scale 1 (understanding), scale 2 (implementing), scale 3 (collaborating), scale 4 (evaluating), and scale 5 (disseminating).

Pedagogic competency includes sub-competencies: 1) comfortable learning, 2) student-centered learning, and 3) assessment. Personality competency includes sub-competencies: 1) teachers' attitude, 2) reflection, and 3) student-centered orientation. Social competency includes sub-competencies: 1) collaboration, 2) parents' engagement, and 3) professional organization involvement. Then, Professional competency includes sub-competencies: 1) mastering content and its teaching method, 2) student character and their learning way, 3) curriculum and implementation. The result of the pretest is 2,09 on average.
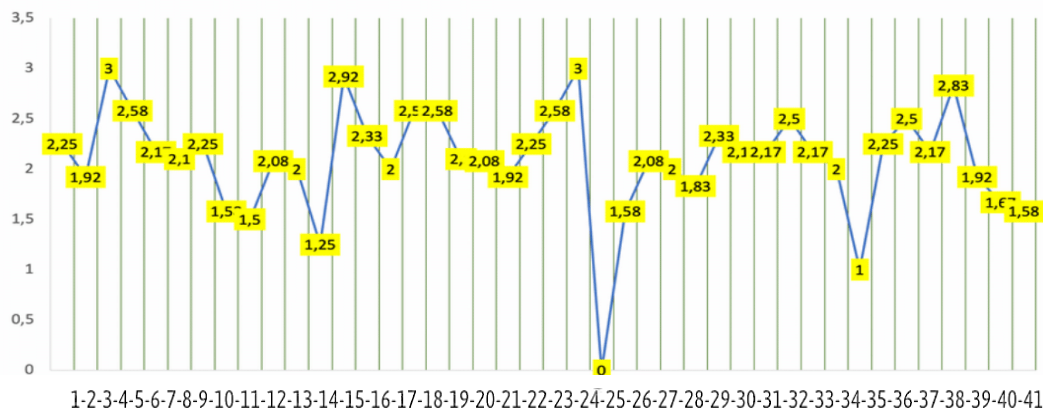

Source: Diagnostic-Assessment

Figure 3. Teacher and Education Staff Competencies

Based on the pre-test results of 41 teachers and educational staff, the research subjects were divided into 3 groups. First, the group with a score of 2.5 or more consists of 7 people. They are potential teachers who can be nurtured to become the driving force behind the improvement of Al-Falah's educational services, and can also become future leaders of the school. Second, the group with scores of 2.0-2.4 consists of 23 people. Their competencies can be optimized through mentorship by empowering potential teachers. Then, there is the third group with a score of less than 2.0, which consists of 11 people.

Parents Satisfaction

Moral education, Al-Qur'an education, and academic services are the three main services at SDIT and SMPIT Al-Falah.
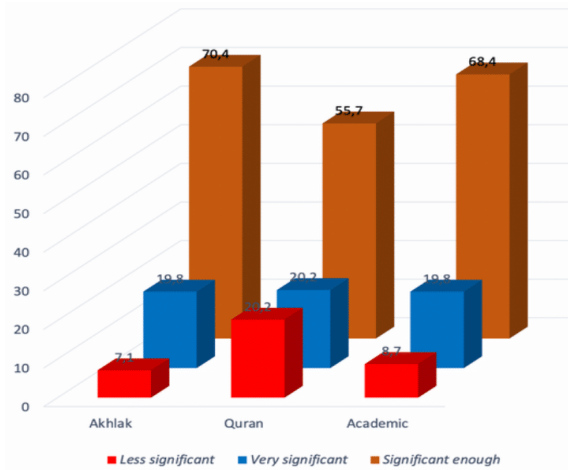
Source: Parents' Satisfaction Survey
Figure 4. Student's Improvement in Main Fields

In the first survey of parents conducted on October 18, 2024, only <30% of parents stated satisfaction with the three main educational services.

Gap Identification: What is and Should be

In addition to finding teacher engagement, teacher competency data, and educational staff, the SWOT analysis results also identified 7 weaknesses in the management of education at SDIT and SMPIT Al-Falah as private schools. 1) The YUIA management has not yet agreed on the formulation of Al-Falah school to serve as a guideline for school administration that can delineate the boundaries of rights and obligations of YUIA and the school, as well as facilitate collaborative actions. 2) Human Resource Management and Development in Education (HRMDE) includes recruitment, coaching, performance evaluation, competency enhancement, placement, and career paths for teachers and educational staff, which still need to be improved. 3) Communication between YUIA and schools in several areas that require strengthening creates relevance in actions between the two. 4) School leadership needs strengthening. One of the impacts is that learning supervision has not been carried out comprehensively, systematically, and sustainably. 5) Support services for educational activities, such as communication between the school and parents and student catering services, have not yet reached the expected quality. 6) The principal of SDIT Al-Falah has excellent interpersonal skills, but his leadership competencies are not sufficient to significantly lead the improvement of the school's quality. 7) The principal of SMP IT Al-Falah is known to have more than one job. Therefore, confirmation of priority work and a statement of commitment need to be obtained. The findings on teacher engagement, data on teacher and educational staff competencies, as well as the 7 weaknesses in educational management at SDIT and SMPIT Al-Falah as private schools, create a gap when compared to the school's aspirations to become an outstanding school in Al-Qur'an education, outstanding in moral education, outstanding in academic education, and outstanding in support services.

Design and Implementation of the School Development Assistance Program

Design

In the first survey on parental satisfaction, the instrument also included options that parents could choose to indicate their priority order in the planned development of educational services. The estimation of the parents' opinions is shown in Figure 5. Gathering the opinions of parents on the priority order of educational aspects that need to be developed in the school aims to prove to the guardians that the school is making improvements. This action can encourage their sense of involvement and ownership in the improvement process that will take place (Diana et al., 2021; Kozina et al., 2019). But considering that the overall objective conditions in school management are better understood by school leaders (Yokota, 2024) due to various internal aspects of the school that are unknown to parents, the collective opinion shown in Figure 5 is not automatically followed.
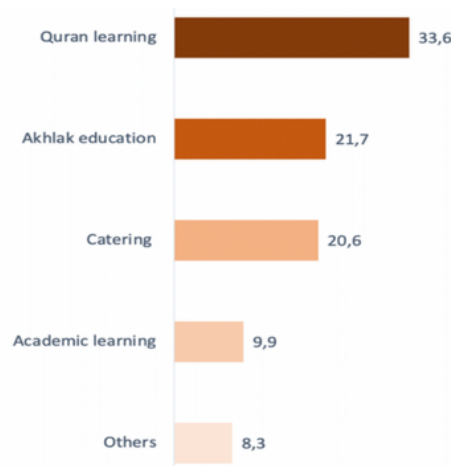

Figure 5. Improvement Area Priority based on Parents perspective

On the other hand, the fundamental aspects of private educational institutions - such as the agreements between the Foundation and the school - need to be prioritized to encourage the development of systemic school management. Then, the most dominant activity that can influence the quality of primary educational services in schools is the quality of learning (Tuasikal et al., 2021), so improving the quality of teacher competencies becomes one of the programs that need to be prioritized (Ruhimat et al., 2025; Spatioti et al., 2023). Especially with the data findings in Figure 3. Based on those considerations, supported by theoretical literature to address relevant issues, the school development assistance design is recommended for 19 programs. Please look at Table 1.

Table 1. The Recommendations of the School Improvement Program

No	Program	Month & Year	Organizer
1	YUIA establishes the school's formulation, including work programs, budgets, and Standard	09-11 2024	Designed and

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No	Program	Month & Year	Organizer
	Operating Procedures (SOP) in accordance with internal values		implemented by YUIA and Al-Falah without third party
2	YIUA and the school organized an open dialogue and reached an agreement		
3	Improvement of student cathering services		
4	Improvement of facilities and infrastructure according to budget availability based on priority order		
5	YUIA and the school establish personnel measures for employees who are deemed irreparable – for example, termination, with measured preparations for recruiting replacements	12-2024	
6	Potential teachers training & assistance with project based model	10-12 2024	Designed and implemented by Edukasi Daya Perkasa (EDP) as education counsultant in mixed-method research activity
7	Teachers training as the treatment		
8	Improving program of Al-Qur'an education		
9	Improving program of moral education		
10	Improving the academic learning		
11	Improving the information service of school to parents		
12	Consolidation and socialization of the improvement in the quality of Al-Falah to parents		
13	Socialization of new student recruitment		
14	Teachers training with priority themes in line with quality improvement priorities		
15	Evaluation of flagship programs to measure change		
16	Repeating the parents satisfaction survey to measure changes		
17	Principal selection (optional)		
18	Leaders benchmarking to the ideal school version of Al-Falah (optional).		
19	Formulation of performance development provisions		

19 program recommendations were proposed by the author. The programs are recommended to be implemented from September to December 2024 in parallel based on development needs. The financial burden arising from those programs will be borne by YIUA. Intentionally, the organizers of the 19 programs were proposed by two parties. Programs 1-5 should be designed and implemented by YIUA. Meanwhile, programs 6-19 – that is, 14 programs- were designed and actualized through continued assistance by the writing team. This

decision is based on considerations regarding the limits of authority. Where the determination of fundamental decisions for private schools is the authority of policymakers within the school organizing institution itself (Rogers, 2015), based on Indonesian government education policies (Presiden Republik Indonesia, 2021). Meanwhile, the focus of the author's research is to create designs, lead implementation, and obtain test results in the process of developing the quality of education in schools.

Implementation

Based on the previously submitted school development assistance program plan, along with the consideration of available resources (Fadila et al., 2020), YUIA and EDP agreed to continue their collaboration. As an implication of that agreement, the author led the implementation of 10 educational quality development programs at SDIT and SMPIT Al-Falah. These 10 development programs are mostly from the list of school development assistance programs that were designed in the previous research phase. Look at Table 2.

Table 2. School Development Program Being Implemented

No	Program	Time
1	Socialization of Diagnostic Assessment results and recommendations	Oct 18, 2024
2	Class teacher training using the MARSEL model	
3	Assisstancies of leaders team	Oct 18-Dec 13, 2024
4	Assisstancies of Potential Leaders-segmented teachers team	Oct 18-Dec 6, 2024
5	Support for the Al-Falah flagship program	Oct 18-Dec 13, 2024
6	Repeating the parents satisfaction survey	Nov 28-29, 2024
7	Parenting	Nov 9, 2024
8	Helping the selection process for school principals	Nov 17-Dec 5 2024
9	Preparation of the attendance report and its recommendations	Dec 11-18, 2024
10	Presentation of the attendance report and its recommendations	Dec 23, 2024

The implementation of the educational development assistance program at SDIT and SMPIT Al-Falah is carried out in a combination of offline on-site and online methods and is documented. Some of them can be seen in Figure 6 and Figure 7.
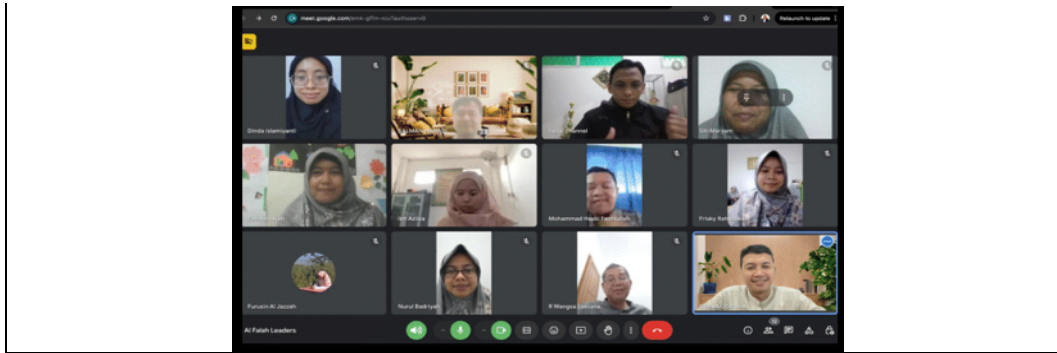
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Figure 6. Assistance of Potential Leaders-Segmented Teachers
And the Al-Falah's flagship Program

Figure 7. Parenting

The Result of Implementation on School Improvement Program

The results of the School Development Assistance Program implementation can be reviewed from both internal (Liu & Mahmood, 2024) and external (Regassa & Gemeda, 2024) perspectives. But to assess the development of the quality of educational services in schools, the perspective of parents as users of these educational services is believed to be a more effective parameter (Chuktu et al., 2024).

Based on these considerations, efforts to objectively evaluate the results of the school development program implementation are focused on seeking changes in data produced by the assessment process of the flagship programs at SDIT and SMPIT Al-Falah. Is there a difference between before and after the implementation of assistance, or not – This is reflected in the difference in data between the first survey results (October 18) and the second survey results (November 29) regarding the three flagship programs at SDIT and SMP IT Al-Falah.

Al-Qur'an Education

96.2% of parents stated that improvements in communication regarding Tahfidz learning have occurred. 100% of the parents stated that the schedule for Tahfidz and Tahsin exams was well communicated by the school. In addition, 96.8% of the parents stated that there has been significant progress in the development

of Tahfidz and Tahsin in their children. The data from the second survey (post-implementation of school development assistance programs) is supported by statements from teachers and educational staff who were randomly interviewed.

According to them, before the implementation of school development assistance, there was no intensive communication between the Tahfidz and Tahsin instructors and the parents, including daily reports on the progress of Tahfidz and Tahsin learning. Meanwhile, post-school development assistance, there was intensive communication between the Tahfidz and Tahsin instructors and the parents. The mentor even reported daily follow-ups to the parents, and this was well-received by the parents.

Moral Education and Parenting

86.8% of the parents stated that SDIT Al-Falah consistently trains my child to line up, pray, and recite Asmaul-husna. 97.7% of the parents stated that the explanation of today's parenting material was easy to understand because it discussed cases and everyday realities. Then, as a form of supportive reaction, 100% of the parents expressed their willingness to support the socialization of new student recruitment for SDIT and SMP IT Al-Falah.

This data is consistent with the results of random interviews conducted by the author with 5 teachers. When asked about the differences in moral education and parenting before and after school development assistance, 3 teachers gave the same response. Their response was

> "Before the school development assistance, many students were not orderly in lining up before studying. Including praying and memorizing the Asmaul Husna together. Meanwhile, after the school development assistance was conducted, all students were orderly in lining up and praying before the class learning began. The same orderliness was evident when the asmaul husna memorization activity was conducted".

Then, specifically regarding moral education that prioritizes the exemplary behavior of teachers, 2 other teachers stated that

> "Before attendance, some teachers and students often arrive late. This condition made many activities before entering the classroom and even classroom activities vulnerable to disruption. But after the attendance, neither the teachers nor the students were late for school. As a result, morning habituation activities and learning became much more conducive".

School Information Service

93.4% of parents stated that currently, there is no delay in the provision of information from the school to them. 88.2% of the schools provide information in a more accurate manner and content. Then, 93.9% of parents stated that

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currently, both the guidance teachers and other school staff always respond appropriately to communication when contacted by the guardians.

When the search for data reliability evidence was conducted through interviews with the school committee, they explained, "Previously, communication between teachers and parents was tentative with partial content, accompanied by different communication styles." Then, after the school development assistance, teacher communication became structured with the MARSEL guidelines (Micro-macro goals, Audience, Respect, Simple, Easy, Low profile-high value). Thus, teacher communication becomes more fluid and aligned with the vision of Al-Falah. This is in line with Ghufron's (2024) opinion, which states that the communication model used by the school can enhance the primary educational services and the satisfaction of parents.

How to Evaluate the Objective Conditions of the School During the Pre-Assistance Improvement Period?

The acquisition of teacher engagement data through surveys, data on the scale of teacher and educational staff competencies based on questions and results that categorize teachers, parents satisfaction with the three main educational services at the school, as well as SWOT analysis that identifies seven weaknesses in the educational management at SDIT and SMPIT Al-Falah as private schools, all constitute highly valuable evaluation data as a strong and comprehensive reference for formulating plans for educational service quality improvement programs. Instead of using a homogeneous evaluation technique, the effort to evaluate the school's objective conditions actually utilizes various diverse techniques that are intercombined. Because the results of data searches on a certain aspect, in turn, are related and can be validated through the results of data acquisition on other aspects. For example, the level of teacher competence, found with an average score of 2.09 on a scale of 5 after the questionnaire, was reinforced by the low level of satisfaction of parents with academic services.

The evaluation of the school's objective conditions, utilizing various techniques in combination, is supported by the position of the evaluation implementers as external parties to the school. In the teacher's engagement survey, for example, teachers can express their views openly without specific concerns about factors that can improve their performance. That openness arises from the awareness that the survey is not conducted by their superiors. But rather by an external party, namely the writer as the EDP team.

Saksono & Bernardus (2023) explain that key performance indicators in school management include parents' satisfaction, quality of learning, teacher performance, financial health, efficiency of internal processes, and growth opportunities. Although all these indicators were evaluated in the research process, parents' satisfaction became the primary indicator. Because they are the users of the educational services provided by the school. The output of all school activities is felt by them. The second priority indicator is the performance and competence of teachers. As noted by Prenger et al. (2021), from the routine of

continuously learning teachers, the development of school quality can be carried out periodically and dynamically. Conversely, the weaknesses in educational services at schools indicate low performance and competence among teachers. Because teachers are the frontline of education (Fuentes-Abeledo et al., 2020).

The interpretation of some of the research findings is that the sub-model we promote states that in the context of evaluating the objective conditions of schools, at least three things must be fulfilled. First, use a variety of combined evaluation techniques. Second, create situations that support respondent openness. Third, prioritize the satisfaction of parents and the competence of teachers.

How to Design and Implement a School Improvement Assistance Program?

In this context, the use of the creative problem solving (CPS) paradigm is crucial and can be fulfilled with the indicators of preparation, Preparation, Incubation, Enlightenment, and Processing. This process emphasizes the importance of access to knowledge and experiential learning in building the capacity for creative problem-solving through alternative ideas (Carmeli et al., 2021). Operationally, the stages of designing the school development program that we recommend are through 7 steps:

1) Understand the problem, 2) Focus on the root cause, 3) Create categories and prioritize development. 4) Design the development program based on the creative utilization of available resources, 5) evaluate the design through a link and match between the issues identified in the evaluation of the school's objective conditions and the proposed development program. 6) Organize the implementation of the program design with ethical and collaborative principles. 7) Present the program design as a structured development plan. In the case we conducted at SDIT and SMP IT Al-Falah, steps 1 to 6 were carried out by the researchers and subsequently validated by the policymakers at YIUA.

This is related to the historical background of the school's development, which positions the author as an educational consultant. But confirmation is needed from YIUA and the school in steps 4 and 6 to ensure the availability of resources to be utilized and the willingness of certain parties to lead the implementation of specific programs. For example, in Table 1, we placed YIUA as the designer and leader of the implementation of programs 1 to 5. YIUA's willingness to take on this role needs to be confirmed. Then, specifically for step 7, this step is necessary when the designer of the school development program is an external party, such as the role of the author who is neither part of YUIA nor the school. In the case where the school development program designer is the school's own policymaker, Step 7 can be omitted.

In the implementation phase of the school development program, the things that need to be considered are: 1) Carry out according to the school development plan that has been approved by the policymakers, 2) Facilitate the involvement of parties related to the development program, 3) Support the collaborative and data-driven teamwork of teachers and school principals, 4) Emphasize the follow-up after the school development program.

In part of the research we conducted, point 1 is demonstrated by the implementation of 10 programs approved by YUIA as the policymaker. Although the number of programs proposed for us to manage was initially 14, the implementation of school development cannot be separated from the decisions of the education policymakers. Points 2 and 3 are fulfilled by involving teachers and parents, both in surveys and in the implementation of other development programs. As for point 4, we convey it in every interaction, including in the final report of the school development assistance program. 7 steps in designing, and 4 points in implementing the school development program that we promote, as this sub-model contains characteristics of interconnectedness between the plan and its implementation to ensure the effectiveness of the school development activities carried out. Because the effectiveness of various activities in schools can construct an effective school-based management (Cheng, 2022).

How to Measure the Results of Implementing the School Improvement Assistance Program?

Evaluating the objective conditions of the school, then designing and implementing the school development program, both interactively, are two interconnected stages. Not only will the results of an objective condition evaluation influence the design of the development program, but certain influences may also arise in the opposite direction. For example, when a list of school development programs has been designed, the design can change due to new findings from the evaluation of objective conditions that were not previously identified.

After the stage of evaluating objective conditions, designing and implementing relevant development programs, the next stage is to measure the results of the development programs that have been carried out. Considering parents as the users of the educational services provided by the school, the main indicator in measuring the success of a school development should be the satisfaction of parents with the school's services.

In the context of this stage, three things need to be emphasized. 1) The awareness that school development is an educational management activity that actually needs to be continuously carried out. Because the administration of education continues to face the challenges of changing times, technology (Gašević et al., 2023; Kinas & Nilawati, 2024; Rangel-de Lázaro et al., 2023), as well as the labor market with demands for new skills (Oluwagbohunmi & Alonge, 2023). 2) As a consequence of the first point, school development needs to be viewed as a cycle. School development that has been carried out over a certain period and considered successful in the past may be regarded as a weakness in the following period. Thus, evaluating objective conditions through parent satisfaction surveys, designing development programs, and implementing the development program designs are all series of activities that need to be continuously carried out as a periodic routine. 3) The methods, techniques, and instruments used in the survey of parents' satisfaction can be adjusted according to the characteristics of the aspects to be surveyed. Look at Figure 8.

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In the first cycle, the sequence of cycle stages will tend to proceed normally. First, a survey of parents' satisfaction is conducted (1). Followed by the development of a development program (2), and its implementation (3). Then, a survey of parents' satisfaction is conducted again to measure the success of the school development program implementation (4). Followed by the follow-up on the implementation of the school development program (5).
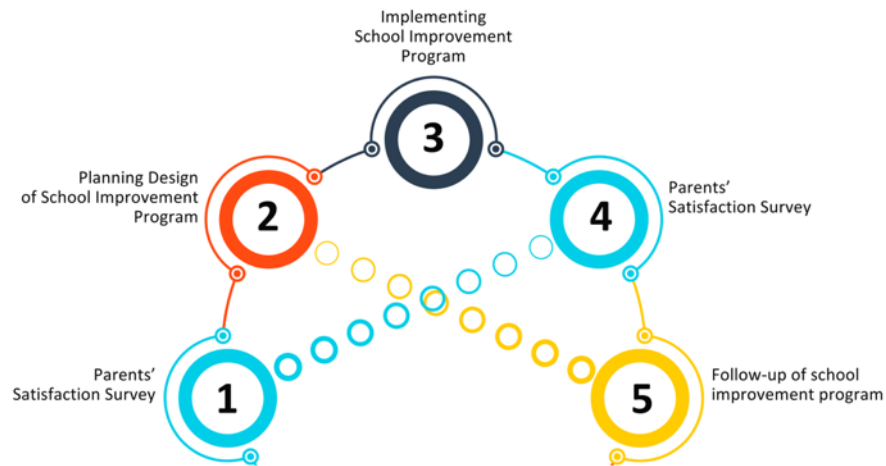

Figure 8. The Cycle of School Improvement

However, in the second cycle or subsequent cycles, the position of stage 4 can eliminate stage 1. In certain cases, the practice of stage 5 can automatically become stage 2. This means that the follow-up actions for implementing the school development program can take the form of redesigning or improving the school development program plan. A crucial aspect that needs to be understood by educational management entities is that the results of stage 1 must be a 'score' smaller compared to the 'score' of stage 4 results. If the satisfaction of parents with school services does not increase after the design and implementation of the school development program, it means that the series of development programs can be declared unsuccessful. On the contrary, the success of the school development program is reflected in the increased satisfaction of the parents.

In the case study we conducted, only <30% of the average parents expressed satisfaction with the three main programs at SDIT and SMPIT Al-Falah during the pre-assistance period of school development. Whereas after the design and implementation of the school development program, the satisfaction of parents has 'soared' to over 90%, with an average of parents expressing satisfaction with the three main programs at both schools. With the acquisition of these data results, this research is deemed successful in providing an example of school development.

CONCLUSION

The research was designed with a mixed-method approach using an explanatory sequential design in the school development agenda at SDIT and SMPIT Cirebon over 149 days, achieving monumental success by significantly

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changing the satisfaction score of parents from <30% to >90%. That success has become a new model example in school development studies because it presents school development in a factual, systemic, and comprehensive manner. With theoretical-practical characteristics, the success of school development is interpreted into a broader conception as a new modeling formula to address how to evaluate the objective conditions of the school, design and implement it, as well as how to measure the success of the school development program.

In the evaluation of the School's Objective Condition, three things must be fulfilled: 1) The use of varied and combined evaluation techniques. 2) Creating situations that support respondent openness. 3) Prioritizing the satisfaction of parents and the competence of teachers. In designing school development programs, the creative problem-solving paradigm can be utilized through 7 steps: 1) Understand the problem, 2) Focus on the root cause, 3) Create categories and prioritize development. 4) Design the development program based on the creative utilization of available resources, 5) Evaluate the design through a link and match between the issues found in the evaluation of the school's objective conditions and the proposed development program. 6) Organize the implementation of the program design with ethical and collaborative principles. 7) Present the program design as a structured development plan.

Then, in implementing the school development program, 4 things need to be considered: 1) ensuring implementation aligns with the school development plan approved by policymakers, 2) facilitating the involvement of stakeholders related to the development program, 3) supporting the collaborative and data-driven teamwork of teachers and school principals, and 4) emphasizing follow-up actions post-school development program.

Finally, to measure the success of the school development program, three things are emphasized: 1) The awareness that school development is an educational management activity that needs to be carried out continuously. 2) School development needs to be viewed as a cycle. And 3) The methods, techniques, and instruments used in the parents' satisfaction survey can be adjusted to the characteristics of the aspects to be surveyed.

The results of this research are highly valuable as they can serve as a comprehensive model for school quality development that can be adopted or adapted by policymakers, consultants, leaders, academics, and education practitioners in Indonesia and other developing countries around the world. Specifically, considering that this model has succeeded in the context of private schools with the support of proactive school management institutions, there may be potential limitations of the model when actualized in public schools or other contexts, which might require further model development. Finally, further research that can test the effectiveness of this development model in various types and levels of schools is highly recommended.

Data Availability
The data that support the findings of this study are available on request from the corresponding author, [DN]. The data, which contains information that

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could compromise the privacy of research participants, is not publicly available due to certain restrictions.

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